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PROSPECTUS

— OF —

MIND AND MEMORY CULTURE,

An Original and Scientific Method of Improving the Mind and Memory.

DEVISED AND TAUGHT BY

E. C. MERRILL, AUBURNDALE, MASS.

1888.

PRICE, FIFTEEN CENTS.

MIND AND MEMORY CULTURE,

A NEW STUDY.

Wonderful, fascinating, and more beneficial to the mind and mental faculties than any method of modern times.

Based upon natural and scientific principles, it imparts

JUDGMENT, WILL POWER, RESERVE FORCE,
EXECUTIVE ABILITY, THE TEACHER'S ART,
PRESENCE OF MIND,
QUICKNESS OF PERCEPTION,
POWER OF FIXING THE ATTENTION,
CAPACITY FOR IMPERSONATION AND ORATORY.

Mind Wandering Cured, Defective Memories Restored,
Mental Exhaustion Avoided.

TIME AND LABOR SAVED.

The Aquisition of the Languages, Technical and Scientific Subjects made easy.
How to Acquire and Control the Author's Inspiration and Command of Language.

THE ART OF FORGETTING.

TAUGHT IN TEN CORRESPONDENCE LESSONS, BY

E. C. MERRILL,

AUBURNDALE, - - - MASS.

Author of "Mnemonic Practice." Teacher of Phonography at the Boston Y. M. C. A.

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MIND AND MEMORY CULTURE.

SYNOPSIS OF LESSONS.

LESSON NO. 1.

Vivid First Impression. — Memory defined. Its Best Foundation. The Starting Point. Selection of Valuable Subjects. Importance of Securing Vivid Impressions. Application. Extent of Memory. Result of Memory. Limit. Imperfections. Illusions and their Cause. Physiology of Memory. Effect of the Circulation of the Blood. Understanding *vs.* Remembering. Power of Developing the Brain. The result of Reflection. Illustration. 20 questions to be answered. Advice.

LESSON NO. 2.

Fixing the Attention. — How to Secure a Vivid First Impression. How to Remember Distinctly. Ways of Exercising Attention. The Successful Way. Effect of Mind-Wandering upon the Memory. Concentration and Will-Power. Danger of Over-Attention. Relief of Mental Exhaustion. How to Sharpen the Intellect. How to Accomplish almost any Task. The Senses Considered. How to Acquire Knowledge. Illustration. 20 questions. Advice.

Lesson No. 3.

Comparison (*Related Ideas*). — How to fix the Attention. Effect of Comparison. How to Compare. Class of Ideas Considered. How many to Consider at one time. Rule to follow. Definition of Study. How to Avoid Confusion. Illustration. Exercise. 20 questions. Advice.

Lesson No. 4.

Comparison (*Arbitrary Ideas*). — Distinction between Arbitrary and Related Ideas. When Ideas are Arbitrary. Process of Transforming Arbitrary Ideas into Related Ideas. Result Accomplished. All Ideas may have one Basis. Application of Attention and Comparison to Daily Life. How to Detect and Remove Defects. Vivid Impression of Undesirable Ideas Avoided. Effect upon the Mind. Illustration. 20 questions. Advice.

Lesson No. 5.

Association. — Definition. Kinds of Association. Kind to be Avoided. Result of Incidental Association. How to Receive a Vivid Impression of a Group of Ideas. How the Past is Remembered. Why some Incidents Stand out Boldly while others are Indistinct. Limit of Association. How to Remember Groups of Ideas Clearly and Distinctly. Rules observed. How to give Vivid Impressions to others. How to Impress

Thoughts Upon the Brain. Is Life what we make it? Waste of Time. Illustration. 20 questions. Advice.

Lesson No. 6.

Instant Suggestion. — Importance of this Law. How to Reproduce Vivid Impressions at Will. Cause of Failure. Cause Removed. How to Reproduce a Series of Words in the Mind. Same Rule applied to Thought. Source of the Pleasure Experienced in Reading. How to Suggest a Group of Ideas at a Certain Time or Place. Trains of Thought Accounted for. Reason of Sudden Thoughts. Why Familiar Scenes and Faces have a Peculiar Fascination. Hints to Strong Imaginations. How to Color Life. The Importance of the Present Time. How to Remember Names, Figures, and Words. The reason of Rapid Thought, Strong Conviction and Fluent Speech. Illustration. 20 questions. Advice.

Lesson No. 7.

Repetition. — Definition. How to Strengthen a First Impression. Frequency of Repetition. Reflection and Habit Defined. How to Increase Ease of Reproduction. Mechanical Action. Adding to the Brain Structure. Power of Developing the Brain. Mode of Procedure. Price of Memory. Why Habit clings with Giant Strength. Life's Grooves. Principles Ap-

plied Unconsciously. A Good Memory Secured. Unused Knowledge. Effect upon the Mind. Illustration. 20 questions. Advice.

Lesson No. 8.

Art of Forgetting.—Power over Acquired Knowledge. How to Avoid Impressions. How to Weaken and finally Destroy Undesirable Impressions. The Great Impediment to the Progress of the Human Race. Effect of Inattention. The Pleasures of Misery. The need of Forgetting Removed by Mind and Memory Culture. How to Change the Course of a Person's Life. Theory of Life. Illustration. 20 questions. Advice.

Lesson No. 9.

Mental Capacity. — Materials for Building Mind. Capacity for Different Pursuits. Contrast. Limit. Monotony Defined. The Demands of Nature. Cause of Individual Tastes. Demands Created. Mental Pleasure. Enjoyment of Life. How to Strengthen and Preserve the Mental Capacity. The Strength of a Structure Depends upon Sure Foundations. How to Use and Preserve the Mind. Illustration. 20 questions. Advice.

Lesson No. 10.

Discipline. — Definition. Effect of Discipline upon Mental Capacity. Regularity. The Brightening Pro-

cess. Methods. Pleasurable Discipline. System. Physical Combined with Mental Discipline. How to Write Fluently and Intelligently. How to acquire Conversational Power. How to hold the Attention of an Audience. Self-Possession. Effect of Discipline upon Health. Fixation of Impressions. Illustration. 20 questions. Advice.

SPECIAL INSTRUCTION.

The list of twenty questions in each Lesson forms an Exercise, to be sent by mail for examination and correction. In this way errors and misunderstandings are avoided, and the full benefits of the Lessons secured.

TEXT-BOOK.

"How to Strengthen the Memory" (1886). M. L. Holbrook.

No other system uses an authorized text-book.

AUTHORITIES.

Dr. Edward Pick.
John Fretwell.
Dr. Andrew Wilson.
Thurlow Weed.
Prof. Norton M. Townsend.
G. J. Holyoke.
Dr. J. Mortimer Granville.
Sir Henry Holland.
Th. Ribot.
Herbert Spencer.
Edward Spring.

ADVANTAGES.

Although no person can master and apply the principles of Mind and Memory Culture without reaching a much higher mental plane, the following special benefits are mentioned by way of illustration: —

TEACHING.

The ability to impart our knowledge to others is considered a gift. There is no question, however, but what this much-desired power may be acquired in all its fullness, together with the faculty of controlling the wandering mind of the pupil. Knowing how to receive the best impressions of ideas is also knowing how to give them. One-half of the usual repetition of lessons may be saved by carefully guarding the reception of first impressions, and reproducing them again in the mind only at proper intervals. This can be accomplished by a thorough knowledge of the methods taught in Mind and Memory Culture. The mental exercise called study is fully defined, and the concentration necessary to perform this exercise is easily acquired and taught. Pupils receiving knowledge by this method advance rapidly, are brighter, healthier, and more interested in their studies than ordinarily, while the burdens of the teacher grow light and pleasurable.

IMPERSONATION.

The successful actor must be strong in two directions. First, a powerful memory is needed to commit

many parts; second, sufficient concentration of mind must be possessed to become, for the time being, the different characters which those parts represent. The first is so rarely a common gift that the deficiency is made up by the drudgery of almost constant application, while the second is a result usually reached only through many years of experience. A material saving in time and labor is here very desirable, and a course in Mind and Memory Culture is offered, not only to accomplish this result, but also as a means of avoiding the mental exhaustion attendant upon stage life. By following the instructions given in the lessons, many may become far more successful, and rise higher in the great art. Amateurs, armed with this knowledge, can go before the largest houses without "stage-fright," and win their way rapidly to success.

AUTHORSHIP.

The writer reproduces for the benenfit of the world impressions which have been at some previous time received. Few authors possess the power of drawing upon their store at any time they choose, but wait for inspiration. This is nothing more or less than involuntary reproduction of impressions, for which there is an underlying cause, at present little understood. Thoughts are more clearly and strongly expressed when they are voluntary, which involves the proper reception of impressions. Method in the arrangement of ideas

is the same as system in accounts. The latter involves primary care; so that when the history of any particular set of transactions is desired, it occupies an accessible place of its own among the thousand. Just so with impressions upon the brain: they must be arranged by method, so that they may be forthcoming when wanted. This is not only possible, but productive of a greater mental capacity. A trained observation and word memory and the principles of mind and memory culture mastered, and authorship becomes a controlled power, which carries inspiration with it. Another important object is attained, and that is the precise effect ideas will have upon the reader. Writers who write well, but in advance or behind the times in which they live, will find an especial advantage in being able to foresee the reception which awaits their work.

ORATORY.

The public speaker may hurl forth a mass of indisputable facts, and clinch them with the most convincing arguments; but if he is not master of the power of giving vivid impressions, he defeats his purpose. The attention of an audience is controlled wholly by this power. It is the substance of eloquence, and the force of oratory. Word memory is also indispensable to the pulpit and platform. Mental strain should be carefully measured, and counterbalanced by the tonics prescribed in Mind and Memory Culture.

LEARNING.

It is an easy matter to acquire learning if pursued in the right manner. Much is learned that is soon forgotten, and the time spent upon it wasted. This is sowing seed on stony ground. Fruitful knowledge requires about the same care as the products of the soil. The ground must be first prepared to receive the seed; nutritives are required to strengthen, and the weeds must be fought with a zeal inspired by the promise of harvest. Ideas, to be of value, must be first rightly impressed upon the brain, and then gradually strengthened, until they grow from memories to mental capacity. One of the chief objects of Mind and Memory Culture is to prepare the mind for the most rapid and effective reception of all studies, and to bring into the best practical use the knowledge so possessed. To accomplish this successfully involves not only a good memory, but such training for the mind as will improve and preserve all the mental faculties. With the knowledge gained in this study, the most difficult scientific subjects and the languages can be easily and quickly mastered, and never forgotten.

PHONOGRAPHY.

In the study and practice of Shorthand there is such a demand for the proper classification of its principles in the mind, quickness of perception and instant suggestion, the author of Mind and Memory Culture takes

pleasure in offering to the phonographic world so valuable an aid in acquiring and using their art. Many enter the field of Phonography only to become entangled and discouraged, and many study a great while without meeting with the success they hope to attain. This is due to mental defects, which may be removed by a proper course of discipline, as described in this pamphlet. As a practical test of the value of the principles of memory as applied to Shorthand, the author would refer to the recent publication of his work entitled "Mnemonic Practice," in which the most difficult portion of Phonography is so treated that a child can master it. Of this work the *Mentor* (Easthampton, Mass.) says:—

"We take uncommon pleasure in presenting to our readers, with the first instalment of 'Mnemonic Practice,' a book which we are confident will be at once recognized as one of the most important ever published in the way of Shorthand technic."

From the *Cosmopolitan Shorthander* (Toronto, Ont).

"'Mnemonic Practice,' by E. C. Merrill, promises to be a useful work. He has endeavored, with good success, to bring the arbitrary signs of phonography under the law of comparison."

From the *Phongraphic Magazine* (Cincinnati, O).

"The first pages of E. C. Merrill's 'Mnemonic Practice' are also given. Mr. Morris says of it: 'E. C. Merrill is laying deep and broad foundations. He is now satisfied that a course in

Mind and Memory Culture is a most useful preparation for the rapid and effective acquisition of all studies. Such labors as his augur well for the future of our art.'"

EXECUTIVE ABILITY.

It is difficult to rise in the professional or business ranks without executive ability. The speedy and skilful accomplishment of work requires the prompt response of all the mental faculties, quickness of perception, and reserve force. A good memory and a well-organized mind is prepared to cope successfully with the demands made upon it, and no aspirant to the power, which comes with dexterity of execution, can afford to neglect the means which places them above the reach of competition. Any vocation may be made an art by following the principles which govern the workings of the mind and memory, and that excellence attained which so far becomes an individuality that imitators gaze with open-mouthed wonder upon the ease with which they are distanced.

MIND-WANDERING.

When castle-building or the habit of remaining passive under the freaks of the law of suggestion has once gained a foothold in the mind, it becomes unfitted to contend with the practical things of life. This habit destroys will-power and quickness of perception. Mind controls voluntary action, whereas the will should control the mind. A specific for this disastrous effect is found in Mind and Memory Culture.

THE ART OF FORGETTING.

Sometimes it is quite desirable to forget as well as to remember, and it can be successfully accomplished. It is a systematic weakening of brain structure, just as the muscles of the body may become soft and incapable of action. This art is especially valuble in the refining of habits and tastes, and the process is fully set forth in Lesson No. 8 of Mind and Memory Culture.

THE JUDGMENT.

Janet Grant says in the *Boston Globe*, of June 3, 1888: —

"Among the many articles which have appeared of late upon the subject of education, two open letters in a recent number of the *Century* attract attention. They are entitled, 'The Public School System' and 'Mind Training.' The latter, especially, contains excellent suggestions. But we must go farther than the writer and say, not only 'the power our pupils need lies in the ability to concentrate the attention,' but in the ability to concentrate the attention upon the salient points of a subject.

"To educate the judgment of the pupils is the prime necessity — that in studying they may learn to distinguish the important from the trivial; to recognize and extract the gist and pith of a lesson; to select from a multitude of words and secondary details the primary facts, and fix these in the memory.

"We cannot lay too great stress upon this point. This cultivation of the judgment would be of more practical value than anything else; giving strength, decision, and independence of character, and exerting an immense influence upon the lives of the students. It is the simplest and best method for the true development of the mind."

The power to discriminate is a faculty that either comes from experience or a close study of cause and effect. When that study is embodied in the effect which ideas have upon the structure of the brain, the force of mental habits, and the great importance of a proper selection of subjects which are to become a part of the mind, then the judgment is exercised, strengthened, and trained to act at the right moment. This education of the judgment is an important feature of Mind and Memory Culture. It teaches how to select valuable ideas from the worthless, and to so deal with them that they become quickly added to the store of knowledge. With rapid discernment to choose and will-power to execute, the best in education is at the command of students, and strength of character within the reach of all who seek self-improvement.

PLAN OF INSTRUCTION.

Mind and Memory Culture is taught exclusively by correspondence. The course consists of ten lessons, which are forwarded one at a time, the second accompanying the correction of the first, the third with the last half of the second, and so on until the full course is completed. Great care is taken in so explaining and illustrating the principles that every pupil, with due study, can master and apply them. No pledge of secrecy is required. On compliance with the terms, each pupil will receive, by return mail, the text-book

and Lesson No. 1, and the frequency of the lessons afterwards is governed by the answers to the twenty questions in each lesson, which must be received before another lesson is sent. An exception to this rule is made with pupils at a distance, when two or more lessons may be kept in transit to save time. Satisfaction is guaranteed in every case.

CLASSES.

Classes of not less than ten persons may be formed, thereby securing the advantages of the course at a reduced rate. In this case all correspondence must be conducted with one person, who will act as leader. The leader of a class will receive and distribute all the lessons, and collect and send in the exercises. Each exercise must be distinctly marked with the name and address of the student. The members of a class must all study the lessons simultaneously, and the leader should send the whole ten exercises in one package. See terms.

PHYSICAL DISEASE.

N. B. — It is extremely doubtful whether memories defective through physical disease can receive the desired benefit from this course.

TERMS.

Single Course (including text-book) . $10.00
Class of ten persons (with ten text-books) 60.00

Payment must be made in advance in Boston or New York funds.

Address,

E. C. MERRILL,

AUBURNDALE, MASS.

COMMENDATORY.

Mr. E. C. Merrill, of Auburndale, Mass., a capable and successful teacher of "Graham's Phonography," has made special and exact research in the subject of Memory, with a view to render the mastery of some departments of Phonography, principally the word-signs and contractions, easier and more effective. He is now embodying the results of his studies in a book entitled, "Mnemonic Practice: A Scheme for the Memorization of Arbitrary Signs in Phonography."

I have been more or less acquainted with shorthand text-books for many years, and I do not scruple to say that this book by Mr. Merrill will be one of the most important ever published. It is based on a truly scientific foundation, and will be worked out in a practical manner.

F. G. MORRIS,

Easthampton, Mass.,

Editor and Publisher of "The Mentor."

Mr. Merrill's Course in Mind and Memory Culture is a wonderful and superior study. It is thoroughly scientific, and reasoned out with a skill which shows deep research and a complete mastery of the subject. The principles treated are of the utmost importance in oratory, and the rapid and effective acquisition of all studies.

ALEX. W. BRYER,
Wollaston, Mass.

EAST BRIDGEWATER, MASS, May 31, 1888.

Mr. E. C. MERRILL.

DEAR SIR,—In regard to your course in Mind and Memory Culture, I beg to say that, from the study which I have given it, I have found it a great help and strengthener of both mind and memory. Any one wishing to improve himself not alone in memory, but in educating and training the mind for better and higher things, I think he could do no better than to possess himself of the valuable knowledge which you send forth in your Mind and Memory Culture lessons.

Very respectfully yours,
H. C. YOUNG.

I find my memory much improved from a course in Mind and Memory Culture by E. C. Merrill. The principles, if applied correctly, aid in holding the attention of people with whom I am conversing, and I am now able to give good impressions where it was seemingly impossible before. I consider that my resources are increased for the enjoyment of the best in life.

When I commenced the study I was afflicted with mind-wandering and annoyed by continually forgetting trifles, but I am pleased to say that both of these defects have now disappeared.

M. S. HARDENBROOK,
Maplewood, Mass.

DARLINGTON, IND. T., May 20, 1888.

MR. E. C. MERRILL,

Auburndale, Mass.

DEAR SIR,—Yours of the 14th inst. received several days ago, with Lesson No. 1 enclosed. The text-book was also duly received, and I send you enclosed answers to Lesson No. 1. I think I shall like it very much.

Yours truly,

CHAS. E. LILES.

N. Y. & BOSTON DESPATCH EXPRESS CO.

42 Summer St., Boston, June 4, 1888.

MR. E. C. MERRILL,

Auburndale, Mass.

DEAR SIR,—I cannot say too much in praise of "Mind and Memory Culture" as taught by you.

To make the memory subject to the will is but to apply the most simple principles of the study; and yet, if we consider, it dispels the erroneous impression that the recollection of any idea is a matter of chance, and gives to those who understand the principles an advantage in every walk of life which is apparent.

The benefits to be derived from a knowledge of the art of recalling to our minds what we may wish to remember are incalculable.

Yours truly,

W. H. BRYANT.

W. N. SHAW, ATTORNEY AND COUNSELLOR AT LAW.

34 Fannin St., Houston Texas, Jan'y 6, 1888.

E. C. MERRILL, ESQ.,

Auburndale, Mass.

DEAR SIR,—I herewith send you answers to Lesson 7. I had some spare time, and becoming interested in the lesson, finished it sooner than I anticipated.

I thank you for your kind expressions relative to my work. Be just however, and do not spare criticism if needed; I shall appreciate that too.

I find the subject broadening. The cultivation or improvement of the mind follows the cultivation or improvement of the memory.

I shall be sorry when our correspondence terminates; it has been very pleasant to me.

Very truly yours,

W. N. SHAW.

BOSTON, MASS., June 11, 1888.

MR. E. C. MERRILL.

DEAR SIR,—I have found your course of instruction called "Mind and Memory Culture" a splendid study for the cultivation of memory and development of the brain.

I believe that any one with a perfect understanding of your principles can cultivate a powerful memory and greatly increase their mental capacity.

Yours sincerely,

HENRY L. WESTON,

335 Columbus Ave.

E. C. MERRILL,

Auburndale, Mass.

DEAR SIR,—Enclosed find Lesson No. 1, in "Mind and Memory Culture."

I like the study very well indeed, and think I understand the lesson.

Yours,

EDGAR B. LOWRY.

Forest, Miss.

MR. E. C. MERRILL,

DEAR SIR,—I am very much interested in "Mind and Memory Culture."

The application which you make of the principles of memory unfolds a new field of thought, and makes possible and easy the tasks which the mind desires to accomplish.

The whole art of teaching, it seems to me, is embodied in the Lessons.

The study is original, unique, and fascinating, and the benefits to both the mind and memory cannot be overestimated.

I have found a strengthened memory and a knowledge of its workings of particular value in the teaching and practice of shorthand.

FANNIE E. WHIPPLE,

Dorchester, Mass.

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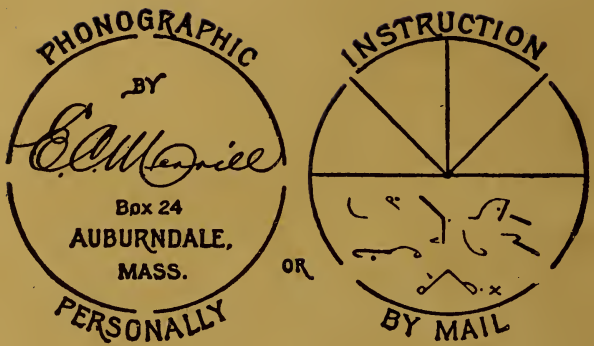

MIND AND MEMORY CULTURE.